A SURVEY OF COLLEGIATE, HIGH AND TECHNICAL SCHOOL LIBRARIES IN ONTARIO.

A. Slyfield.

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A SURVEY

of

Collegiate, High, AND Technical School Libraries

in

Ontario

By

ARTHUR SLYFIELD
Librarian, Oshawa Collegiate Institute

OTTAWA
THE ALUMNI PRESS
1929

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TABLE OF CONTENTS

	Page
Introduction	5
Questionnaire Sent to School Principals	7
Response to Questionnaire	8

Part I

Library Service in Collegiate Institutes

Enrollment Under 200	9
Enrollment Between 200 and 500	9
Enrollment Between 500 and 1000	11
Enrollment Over 1000	15

Part II

Library Service in High Schools

Enrollment Under 100	18
Enrollment between 100 and 200	19
Enrollment Between 200 and 300	21
Enrollment Between 300 and 400	22
Enrollment Over 400	24

Part III

Library Service in Technical Schools 24

Conclusion	27

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INTRODUCTION

As stated in the letter which accompanied my questionnaire the object of the survey has been to collect data concerning the maintenance, administration, and service of secondary school libraries in Ontario. It was found impossible to make a complete investigation of conditions as they exist in all secondary schools, so the survey was limited to a study of collegiate, high, and technical school libraries.

Questionnaires were sent to the principals of one hundred and ninety-six schools. Replies were received from seventy-five, or 38.2 per cent. of the entire number. It is regrettable that the percentage of returns was not higher and that no replies were received from several schools from which valuable contributions were expected.

In closing this introduction, I desire to express my gratitude to those principals, librarians, and teachers who responded to requests for information as well as to all who assisted in the more mechanical details of the survey, especially Miss Bertha Northcott, Secretary of the Oshawa Collegiate Institute, who did a considerable part of the clerical work. Particularly do I wish to acknowledge my indebtedness to the authors of "A Survey of Libraries in the United States" and the contributors to "The School Library Yearbooks" for inspiring me to undertake this bit of research and for setting a pattern for going about it and summarizing the results.

Arthur Slyfield.

Oshawa, Ontario,
April 20, 1929.

Questionnaire Sent to School Principals

On October 23, 1928, I sent to all principals of collegiate institutes, high schools and technical schools, in Ontario, questionnaires on their school libraries. The request for information was introduced with the following letter: "I am very much interested in the improvement of school libraries. In the last quarter of a century great progress has been made in the organization and maintenance of high school libraries. Here, in Oshawa, we have begun a school library which is organized and conducted along standard lines. The students receive formal instruction in the use of books and libraries. This request for information is sent out with the idea of collecting data for what I may call 'A Survey of Secondary School Libraries in Ontario'.

"Even if few of the questions can be applied to your school, will you please give, wherever possible, the information asked for below, or have an interested member of your staff fill out the questionnaire and return it to me as early as possible?"

Following is the questionnaire:[1]

Name of school.
Actual enrollment on date of this report.
Does your school have a library? (Separate room equipped with chairs, tables, and book collection).
Is the library used also as a study-hall?
What is the seating capacity?
Name of librarian, if any.
Amount of library training.
Is there an assistant librarian?
Have the assistants received any training?
Is the library administered by a teacher who has had no library experience?
Does she give full time to the library?
Does she teach part of the time?
If so, how much time is given to the library?

1 NOTE:—The above is an adaptation of the questionnaire used by Mr. Will C. Wood, former Superintendent of Public Instruction in California. It is printed in "School Library Yearbook, No. 2," Chicago, American Library Association, 1928.

Is instruction given in the use of books and libraries?
How many lessons are given?
In what years?
Who gives the lessons?
What is the annual appropriation for the school library?
What proportion is spent for periodicals?
What periodicals are taken?
Who selects the books?
What is the approximate number of books in the school library?
How many bound magazines?
Is there a collection of clippings and pamphlets?
Of mounted pictures?
Does the school have service from other libraries?
If so, to what extent?
Does the library serve a night school?
If the school has no library how are the students furnished with library facilities for reference and home reading?
Additional information.
Filled out by
Date.

Response to Questionnaire

The response to the questionnaire would indicate that it was favorably received by many school executives. One principal wrote: "Your questionnaire appears to be exceedingly well composed and the information you will obtain should be of value to different schools of the province. Before long I hope to see our library arrangements organized on a modern and useful basis". From the fifty-seven collegiate institutes to which questionnaires were sent, thirty-two replies have been received. Two reports came from technical schools.

When we remember that, at present, school libraries and school librarians are not an integral part of our secondary school system, the response to my questionnaire is gratifying and bespeaks early recognition of the urgent need of intelligent library service in the school.

1. *Library Service in Collegiate Institutes*

My sincere thanks are due the principals and staffs of the following Collegiate Institutes for whole-hearted co-operation in making my survey:—Belleville, Brockville, Cobourg, Cornwall, Fort William, Galt, Guelph, Hamilton Central, Hamilton Delta, Kingston, Kitchener-Waterloo, London Central, Napanee, Niagara Falls, North Bay, Orillia, Oshawa, Ottawa, Owen Sound, Picton, St. Mary's, Sarnia, Smith's Falls, Stratford, Strathroy, Toronto, Harbord Street, Humberside, Jarvis, Malvern Avenue, Oakwood, Walkerville and Woodstock.

Only two of the above schools (London Central and Oshawa) have full-time librarians.

Libraries in Collegiate Institutes Having an Enrollment Under 200

One school reported. It has a separate library room. The library is administered by an English teacher without library training. The librarian gives such time to the library as is required in checking out books. No formal instruction in the use of books is given, but "attention is drawn to general rules." The annual appropriation varies. No periodicals are subscribed for. The books are selected by different members of the staff. The number of books in the library is not known. There are no bound magazines, clippings, pamphlets, or mounted pictures. The public library furnishes facilities for reference and supplementary reading. "Our library is undergoing reorganization; a copy of your final data will be appreciated".

Libraries in Collegiate Institutes Having an Enrollment Between 200 and 500

Nine schools reported. Seven have a separate library room. Four schools use the library as a study-hall and one uses it as an office. One library seats 50, one 25, three 20, two 15, one 12, and one 10. None of these schools employ a full-time librarian. Four have teacher-librarians giving some time to the library.

Two of these teacher-librarians have had library experience, —two years and four years. The amount of time devoted to the library by attendants is given as "recess twice a week, and after four daily", "intermission, noon, and after four", "one hour a week", "two hours a week", "one half hour daily", "one half hour to one hour a week for each class". Five schools have no one designated as in charge of the library. Two librarians give lessons on the use of books and another "may later." Six schools receive an appropriation for library purposes ranging from $50 to $200. For two libraries the amount set aside for books varies, and one school receives nothing. One library spends a tenth of its cash appropriation on periodicals and another spends a third. The subscription lists include The National Geographic, World Wide, Farm and Dairy, O. A. C. Review, Horticulturist, Willison's Monthly, School Arts, Canadian Homes and Gardens, Literary Digest, Popular Science, Monthly, Science Classroom, Daily Star, Review of Reviews, MacLean's, Canadian Magazine, The Golden Book, The Reader's Digest, Forest and Outdoors, Good Housekeeping, and Industrial Arts. The books and periodicals to be added to the library are selected by the "teachers interested", "head of English department", "English teachers", "principal", "librarian and principal","librarian, teachers, and principal." One library reports between 2000 and 3000 books on the shelves; two report between 1000 and 2000; three others have fewer than 1000 books; the others do not know how many books they have. None of the schools in this group report clipping and pamphlet collections nor files of mounted pictures, but one has eight bound magazines. Five out of the nine schools are served by other libraries than their own (whether public or otherwise is not stated). The students of two schools have unrestricted use of public libraries where "they are placed on the same basis as other citizens". One school library serves a senior English night class. Another school has just established its library for "the library periods and periodicals were started just last year, so that the library work is experimental as yet. We should be glad of information", the principal writes.

Libraries in Collegiate Institutes Having an Enrollment Between 500 and 1000

Fifteen schools reported. Ten of the collegiates in this group have separate library rooms, three of which also serve as study-halls. The seating capacity averages forty, the smallest providing room for fifteen, the largest for seventy-five. Two of these schools employ full-time librarians who are trained and experienced. One has a bachelor's degree and three months of library training. The other is a teacher and librarian with several years of library experience. The latter reports one teacher and two student assistants, all without training or experience. Of the remaining schools, six have part-time teacher-librarians and six are served by different teachers in turn. Where the librarian is also engaged in teaching there is great variation in time actually devoted to library service. I have the following: "Spares", "twice a week, Monday and Thursday from 1.00 to 1.30", "4.00 to 5.15 daily", "one and a half hours of school time weekly", "four periods daily", "five periods daily". The answers show that some librarians spend more than half their time in the library while others have only a few minutes a week. One librarian, who has little free time, has four teacher assistants. In two schools the office attends to the circulation of books. One librarian gives formal instruction to all students of the first four years. Time spent in the library is divided between study, reading, and instruction. The rotary system makes it possible for every class to go to the library as a group for at least one period a week. "The librarian (full-time) is enabled to carry on a special program separate from all other departments of the school. The library supplies the information and pleasure to be derived from the best books and periodicals, and teaches the student how to use books easily and effectively. This is made possible through standard organization and equipment. The following topics receive attention in bi-weekly lectures:—

> School library regulations; value and use of libraries; the school library; the public library; the aim of library instruction; the book, physical make-up; care of books; the significance of prin-

ted parts; finding information in a book; judging books; the arrangement of books in a library; explanation of Dewey Decimal Classification, Cutter-Sanborn author-marks, call numbers; reference books, the dictionary; other reference aids,—encyclopaedias, Readers' Guide to Periodical Literature, Who's Who, Who's Who in America, Who's Who in Canada, Canada Year Book, Canadian Almanac, Statesman's Year Book, Warner's Library, Lippincott's Gazetteer, etc. The shelf-list, the card catalogue, (main entry or author card, title card, subject card, analytics); files of special information,; detailed study of four outstanding magazines; material on topics of current interest; pamphlets; periodicals; public documents; how to study; debate material and debating aids; material for oral English; how to take notes; making a simple bibliography; the joy of reading; books for information; building up a home book-shelf; discussing books on the supplementary reading list; telling and reading to arouse interest; stories of daring; books about great men; great industries, great achievements; adult education; using the public library as a continuation and vocational school; choice of life work; vocations and vocational guidance; forming class reading circles; illustrated lectures supplementing work in literature, history, science, geography, etc. The outline does not represent the order in which the subjects are dealt with. The introductory topics are taken early in the first year to acquaint newcomers with the library and assist in the other work of the school. Those subjects adapted to the maturing mind or related to special activities are delayed, for introduction at the most suitable time. A limited number of problems and exercises are assigned in connection with most of the studies. Quizzes and brief tests are taken at intervals. Ten marks are allowed on term papers in English for library science."

Certainly such an elaborate program as the above is attempted in few Canadian schools.

Four teacher-librarians provide incidental training in the use of books and another librarian "hopes to soon".

In the schools of this class the largest amount spent for books is $300 and the smallest $50. The former amount is spent as follows: New books, $150; Periodicals, $55; Supplies, $50; Binding and rebinding, $25; Replacements, $20. One school receives no library appropriation; another, more fortunate, gets an allowance as needed. From 8 to 25% of the amount of appropriation is spent on periodical literature. The combined periodical list for all these libraries includes: Canadian Annual Review, Magazine World, Scientific American, Harper's, Forest and Outdoors, Nature Magazine, National Geographic, Canadian Bookman, Story in Pictures, Public Opinion, English Schoolmaster, Current History, The School, Radio News, Le Droit, Le Petit Journal, London Times Weekly, Times Literary Supplement, New York Times with Supplements, The Globe, Halifax Chronicle, Manitoba Free Press, Vancouver Province, La France, Saturday Night, Family Herald and Weekly Star, My Magazine, Bird-Lore, Canadian Field Naturalist, Rod and Gun, Canadian Red Cross Junior, The Humane Pleader, Interdependence, Punch, St. Nicholas, The Sphere, The Atlantic Monthly, The Magazine of Business, Canadian Magazine, The Mentor, Popular Science Monthly, The Readers' Guide, The Book Review Digest, The A. L. A. Bulletin, The Ontario Library Review, The Wilson Bulletin, Natural Resources Canada.

A few of the schools in this group subscribe to no periodicals; several take four and six; one takes thirty.

In the majority of these schools either the principal or the heads of departments select new books for the library. In one case the selection is made by a "library committee composed of the principal, the librarian, and heads of departments". In only one school ultimate choice rests with the librarian who concedes to reasonable staff requests but insists that purchases help to build up a balanced collection.

Three libraries own between 4000 and 5000 books; two have between 3000 and 4000; five between 2000 and 3000. Two have

only 500 books and two more, worse off, "don't know" how many they have. It is quite probable that many books in the above collections are duplicates and obsolete texts. Though I made no attempt to determine the nature of the books in the several libraries, one librarian furnishes shelf-list records:

Record of Books by Classes as at August 31, 1928

Class	Copies	Titles
Fiction	188	187
General Works	46	46
Philosophy	9	9
Religion	11	11
Sociology	99	99
Philology	458	37
Science	192	102
Useful Arts	145	69
Fine Arts	41	41
Literature	362	252
History	443	284
	1994	1137
Division of 900's		
History	231	148
Travel	97	58
Biography	115	78
	443	284

A mere glance at this analysis of the shelf-list shows that sociology, science, useful arts, and fine arts need building up. This library has to serve 830 students. It should contain at least 2500 *titles*. The book collection is entirely inadequate and the library cannot be 50% efficient.

Very few of the libraries in this class make any attempt to preserve fugitive material. Of those who bind periodicals, one has 48, one 4, and one 1. Four libraries have vertical files of clippings and pamphlets and two have mounted picture collections. One librarian writes: "We can only afford to have

one magazine bound, so we take out advertising matter from Current History, Canadian Bookman, Harper's, Scientific American, Forest and Out-of-Doors, and Nature, and sew them together and cover with cardboard, and make an index of useful material contained in these. We take from MacLean's and Harper's any material that would be useful and keep it in scrapbook or clipping form". This means of overcoming financial difficulty is worth noting.

One school is well served by a branch library in the district. Two are supplied with supplementary reading and debate material by local public libraries. In the case of another school which has a good library of its own the city library supplements the recources of the school library, whose librarian co-operates with the public library staff to the full. Several copies of reading lists are left with the city librarians who can thus serve the students more intelligently. The students of two schools are constantly encouraged and directed in their use of public libraries.

Three schools have all their books classified according to the Dewey Decimal Classification. An equal number use an adaptation of the Newark charging system. One library has an author, title, and subject catalogue as well as a shelf-list. Another, in charge of a hard-working teacher-librarian who has acquired a good knowledge of library technique, has an author and title index and is continuing the cataloguing of the library.

A principal volunteers the following: "We always have a teacher in the library every period who gives students reference books when they wish them. Supplementary reading books are always given out after four o'clock. They are allowed ten days to read a book. All students in the third, fourth, and fifth years go to the library during their spare periods. The library is open to all after four every day."

"Our library is not in a satisfactory condition. Hope to improve.", expresses the feelings of many principals and a few librarians. That is an expression of opinion I am pleased to hear.

Libraries in Collegiate Institutes Having an Enrollment Over 1000

Seven schools reported. Five of them have a separate library room. One library is divided into reference and reading room, and circulation department. One school is on the point of remodelling a classroom into a combined library and study hall. While one executive looks forward another looks backward: "In reply to your questionnaire, I have the following explanation to make. When we completed our school three years ago, I had made provision for a library and suitable reading tables. All study periods were taken in the library and everything moved along fine. Since that time we have increased our enrollment 50%. Now with 1025 pupils, our library has had to become a classroom and the auditorium has to do duty for a study room. We are now back where we were four years ago, with our library out of business."

The smallest of the five libraries seats 30; the largest 80.

None of the above schools have full-time librarians. "It is my intention to ask the Board of Education to provide a librarian", writes a principal of one. Four libraries are served by teacher-librarians, one having four years experience, and another having taken a short library course. One of these has pupil assistants.

One librarian gives some systematic instruction in the use of books and another is "planning this for next year, one period to each class per year. Once started it will be given in the first year only."

Appropriations range from $150 to $300; in one case some of the money is used for maps and other equipment.

The book strength of six of the above libraries is given as 1700, 2000,3000, 4000, 9000. If the books are recent and have been carefully chosen the last book collection should meet the teaching needs of the school at all points.

One school reports four bound magazines (Nature Magazine, School Arts, National Geographic, Scientific American). Several have made a beginning in preserving clippings, pamphlets, and pictures.

"While our library is not organized along the lines that your questions suggest, it is used very steadily and thoroughly" comes from a school where a real effort is being made to bring books to bear.

A librarian in a school with an enrollment of 1100 answered the questionnaire in detail: "Our library serves the purposes of supplementary reading material, and material for composition and reference needs. The circulating end of the library is most active. Five or six girl students are trained to receive and give out books. About 100 books are exchanged daily; they also take them out for the Christmas and Easter holidays –the teachers for the summer holidays. The usual length of time allowed for a book is two weeks. A fine of two cents a day is charged for overdue books, and out of the fund thus raised we pay our subscription to the London Illustrated News, and buy new books.

"The magazines are read during the noon hour and often after school hours. During the five library periods that I have during the week the pupils may come to consult books.

"The annual board appropriation averages $150 but maps and lantern slides have to come out of this also. To keep up with our needs in supplementary reading and in fiction we have had two 'Library campaigns' in three years. During the last one (October 1928) the pupils voluntarily raised $200 within ten days.

"We have a card index for all books, systematized according to public library files, and this year I hope to complete an index for pictures and magazine articles.

"The total number of books (2000) is far short of proving adequate, and the pupils are urged to use the public library branches of the city. The four nearest branches are supplied with our printed supplementary reading lists (senior and junior) and I understand that many of our pupils go there.

"These stamps are put in the various books: "7 days only", "2 days only", "Suitable for supplementary reading in the Lower School", "Suitable for supplementary reading in the Middle and Upper School", "This book is not to be taken from the Library".

"We take the following periodicals: 2 copies Pictorial Education, 2 copies Humane Pleader, Canadian Magazine, Canadian Bookman, Canadian Home Journal, Scientific American, 4 copies Popular Science Monthly and the Science Classroom, Literary Digest, Nature Magazine, 2 copies National Geographic, League of Nations Bulletin, Forest and Outdoors, London Illustrated News".

11. Library Service in High Schools

From the one hundred and thirty-five high schools to which questionnaires were sent I received forty-one replies. Of those from which no information has come the majority probably have an enrollment too small to demand organized library service. My sincere thanks are due the principals and staffs of the following high schools for willing assistance in making my survey: Alexandria, Amherstburg, Arnprior, Aylmer, Beamsville, Bridgeburg, Burford, Caledonia, Chapleau, Cobalt, Deseronto, Fergus, Flesherton, Fort Frances, Haileybury, Mimico, Mount Forest, Newmarket, Niagara, Niagara Falls South, Omemee, Orangeville, Parkhill, Penetanguishene, Port Colborne, Port Dover, Port Perry, Port Rowan, Prescott, Ridgetown, Scarboro, Simcoe, Smithville, Sudbury, Thessalon, Uxbridge, Vienna, Welland, Williamstown, Wingham, York East.

Libraries in High Schools Having an Enrollment Under 100

In the group of high schools having an enrollment less than one hundred, thirteen schools reported. Of these five (36 per cent.) have a separate library room; none uses its library as a study hall. The seating capacities of the different libraries are 5, 6, 10, 14, and 25. One library offers no reading room accommodation and one is not for the use of students. All of these libraries are administered by teachers without library experience. Time devoted to the library is given as "odd minutes", "15 minutes daily", "before or after school hours", "one hour a week", "two hours a week". In one school instruction in the use of books and libraries is given to the extent

of two or three lessons a year in each form. In three of the other schools there is some incidental instruction. In two schools the lessons are given by "anybody" and "everybody". Appropriations for library purposes are "nothing", "no fixed sum", $10, $15, $20, $25, $50, $100, $100. Three schools spend nothing on periodical literature; one spends $8; several spend 10% of their funds. No school takes more than five periodicals. Periodicals taken by different schools include: The Globe, Scientific American, National Geographic, Popular Mechanics, Golden Book, Canadian Countryman, Farmer's Advocate, Popular Science Monthly, School Arts Magazine, Field and Forest, Pictorial Education. The average number of volumes per pupil for the group is 4.7. One school has a mounted picture collection, while two have begun a pamphlet and clipping file. Three (23 per cent.) have public library service. One local library sees that each student is provided with four books for supplementary reading each year. Two other public libraries open two and three evenings a week. All schools in this group seem to be making the best of inadequate means. "Although the school has a small library the books are widely read by the students as a whole. Books of Knowledge are specially in demand". "I have been principal only two months and have done little in the matter of Library. Glad to assist in survey".

Libraries in High Schools Having an Enrollment Between 100 and 200

Fifteen high schools of between one hundred and two hundred enrollment reported seven (46 per cent.) equipped with separate library rooms with chairs, tables and book collection. Of these only one is constantly used as a study hall. Two schools keep their books in the teachers' room. One library has been converted into a classroom. The seating capacities of the different libraries of the group are 6, 8, 10, 10, 20, 40 and 50. Six libraries have English teachers in charge, and one has an English teacher with some training and five years experience in school libraries. Time devoted to the library is stated as "no regular time". "Two half hours per week in distributing books and unstated time in care of books, etc.", "a few minutes", "half hour each evening", "only extra after four time",

"one hour daily". No libraries in this group mention formal instruction in the use of books and libraries but one thinks it "likely" on reorganization of the library. Appropriations for the library are "nothing", $15, $25, $40, $50, $50, $75, $80, $100, $150. In one school books are supplied as asked for by the staff; several state that their appropriation varies while others write after the question "no specific amount", "according to needs". One school spends nothing on periodical literature; another is spending $2 for the first time. In one case the "Commencement funds" pay for whatever periodicals are subscribed for. One library spends a third of the book fund. One school takes eleven periodicals; another takes four; the majority take fewer than three. The combined periodical list for all schools follows: National Geographic, Farmer's Advocate, Canadian Homes and Gardens, MacLean's, Canadian Magazine, Atlantic Monthly, Current History, Literary Digest, Forest and Outdoors, Country Gentleman, World Wide, Boy's Own World, My Magazine, Science and Invention, La Presse, Punch, Good Housekeeping, Youth's Companion, O. A. C. Review (the latter for use of teachers of agriculture).

The average number of volumes per pupil for the group is 4.1. (Here, as in all groups, many of the books are likely obsolete text-books.) One school has a mounted picture collection, while two others have a clipping and pamphlet file. Nine schools receive service from public libraries. "The public library supplies the pupils with books". "We have free access to the public library". "Our students are permitted the use of any books for supplementary reading". "The public library gives us a great deal of help". These sentences evidence the spirit of service which dominates the library profession even in the smallest centres. One school without a library room has taken the first step in school library service by establishing classroom libraries housed in sectional book-cases. It is apparent that rapid development is taking place. "Library in poor condition. Expect to establish one soon on better basis". "Your questionnaire has given us a vision of possibilities". Such phrases as these are numerous. This is a healthy state of affairs. Much progress may be looked for.

Libraries in High Schools Having an Enrollment Between 200 and 300

In the group of high schools enrolling between two hundred and three hundred students, seven reported. Five (71 per cent.) have a separate library room, equipped with chairs, tables, and book collection. One uses the library for a study hall. One library is used as a teachers' room and another as a board room. In one case the library quarters are in the principal's office. The seating capacities of some of the libraries are, 8 12, 25, and 48. All of the five schools above mentioned have someone designated librarian. One of the librarians spent a year working with a trained librarian. She has also "served three years in a high school library; a study was made of the Dewey Decimal System in addition, and this adapted to our purposes. We have only had our library one year". Time devoted to library work is given as "no special hours", "after school and recess", "no time in school hours", "half hour daily after four", "one and a half hours daily after four", "one half hour of school time daily". One librarian gives two lessons a year on the library to all forms. Others attempt no formal instruction. Appropriations for library maintenance are $60, $100, $100 (received $700 first year), $150, $250 (usually more). Some of these replies presumably refer to appropriations made by the board to meet the expense of purchases previously authorized. In some schools there is "no set amount" provided by the board. Another school receives nothing officially. In most of these schools the books are purchased by all teachers who need them for their departments but in one school purchasing power is vested in the librarian. Expenditure for periodicals in this group amounts to about 10% of appropriation. One principal says, "We take no periodicals at present; National Geographic will be taken"; another writes, "We take none as yet—these are to come soon". Five libraries state their book strength as 500, 500, 800, 1490, 1500,—a group average of 4.1 volumes per pupil. Three schools have a mounted picture collection, while one has a pamphlet and clipping file. Three schools are served by public libraries, one only "slightly" and one extensively: "The advice of teachers is taken freely by the book committee of the Public Library Board in making selection for the Public Library. The best of modern periodicals are found on the read-

ing tables of the Public Library open each evening". Two other schools are looking towards standardization of library service in the school: "We use Gaylord Bros. borrower's cards, date due slips, card pockets, and accession book. We hope to install the Dewey Decimal Classification soon". "A new library is being furnished in a school that is being built—$700 in value. If it is possible to send a list of books in your library or any suggestions you have that could be made use of I should appreciate it".

Libraries in High Schools Having an Enrollment Between 300 and 400

Four schools enrolling between three and four hundred students answered the questionnaire. All four (100 per cent.) have a library room properly equipped. Two make the library serve as study hall. Seating capacities are 12, 14, 50, and 60. One of these libraries is administered by a graduate of the Ontario Library School (four month course). She also acts as principal's secretary giving approximately half time to the library. Two libraries are managed by teachers without library training, and the last is served by the school secretary. One of the librarians has six student-assistants who have been taught to slip books. Two serve daily. Time devoted to the library by three of the librarians is given as "One half hour at noon each day and any additional time that can be given", "one hour each day", "about half time". The trained librarian teaches two lessons per term to all forms. The other librarians either give informal library instruction in English periods or neglect it entirely. Appropriations are $100, $275 ($125 from board; $150 from Literary Society), $340 (for 1927-8). One library has no stated allowance. The books are chosen by teachers and staff committees. Amounts spent on periodicals are "nothing", "not known", $27.20, $80. The book collections in the four schools number 600, 1000, 1100, and 1500 (900 are literature texts)—making a group average of 2.2 volumes per student. Two libraries have mounted picture collections and one has a pamphlet and clipping file. None of the four schools have access to public libraries,

so receive no assistance. Interesting and comprehensive notes accompanied three reports. I quote them as written:

(1) "Our school is a little over a year old hence the library is still in process of organization. The books have been classified according to the Dewey Decimal Classification. (No figures beyond the decimal point have been used as, so far, they have not been found necessary). Another member of the staff and I have begun to catalogue the books according to title, author, and subject and have two thousand cards for this purpose, also two cabinets (equipped with rods) to contain the cards. Until this catalogue is ready no formal lessons in the library itself, on the use of books will be given. Each student has a library card on which the date his book is due is recorded. This is white in colour. Each book contains a card (blue in colour) which is filed away when the book is not on the shelves. This card contains the name and number of the book and the names of the students who have read the book. A second list of books to the value of about three hundred dollars is being prepared. We take World Wide, The London Illustrated News, The National Geographic, The Forum, School Arts, The Canadian Bookman".

(2) "The library is administered by the principal's secretary, whose desk is in the library. It is open from 9 to 12 a.m. and from 1 to 5 p.m. on school days only. As the library is intended for reference and supplementary reading the books in the different classifications are usually chosen by the teacher for whose subject they are to be used, always of course with the approval of the principal, and with the recommendations of the Department of Education in mind. Very few magazines are taken by the school at present. Owing to the fact that the library is used for a study room there is no place to read them conveniently. The ones that are taken are passed around the classrooms where needed. The science department pays for several of the magazines of their own out of the science department grant".

(3) "The librarian spends considerable time making bibliographies for the use of teachers and pupils. We take the following periodicals; O. A. C. Review, Poultry Magazine, Literary Digest, The School, Historical Review, Nat. Education Magazine, Canadian, Canadian Homes and Gardens, La France,

La Patrie (weekly), The Globe, The Mail and Empire, National Geographic, Rod and Gun, World Wide, Current History, Illustrated London News, The Strand, Ladies Home Journal, Commercial Art, English Journal, Classical Journal, Modern Language Journal, Scientific American, Popular Mechanics, Nature Magazine, MacLean's".

Libraries in High Schools Having an Enrollment of Over 400

Two schools of more than four hundred students answered the questionnaire. Both have libraries. Neither uses the library as a study hall. One library is administered by the principal's secretary; the other is without a librarian. Only one school answered the questionnaire in detail. Its library seats 24. Instruction in the use of books and libraries is given through occasional lectures. The book fund amounts to $200, 10% of which is spent on magazines. The library contains 1200 books. The library of which we know little has between two and three thousand books, besides eight bound magazines. The other library preserves pictures, clippings, and pamphlets. Neither school is served by a public library.

III. *Library Service in Technical Schools*

Two reports reached me. Both have modern school libraries and one employs a full-time librarian. The other librarian (who has a bachelor's degree and received some library training at Columbia University) gives one third of her time to the library. One library serves as a study hall and seats 125. The other accommodates 50 students. One librarian gives instruction to second, third, and fourth year students. Both book funds are $800. One library spends $200 on various technical and scientific magazines; the other devotes $50 to general publications. Additions to the library are selected by "directors of departments after consulation with the principal", or "by the librarian with suggestions from other members of the staff". The libraries contain 4057 and 2000 books besides a few bound magazines (Geographic, World's Work). The average number

of books per student enrolled is 1.5 and 1.7. One library contains a collection of pamphlets, and the other a collection of clippings and pamphlets (not yet sorted). One school is served by two public libraries where "supplementary reading lists are posted and where all books listed may be obtained. Assistance is also given students." One school library partially serves the night school whose enrollment is 6310. "Our school is new", writes a principal, "just in operation for five years so that our library is in process of formation. In vocational schools, too, study periods are few and far between so that there is little opportunity for pupils to use the library during school hours".

Conclusion

Anyone who is at all familiar with the standards which have been set up for measuring school libraries elsewhere will realize, after reading this Survey, that Ontario has a long way to go in the direction of school libraries.

When school people realize, through the spread of information about school library organization and administration, that the library in the school is "at the very root of any program of socialized effort" a new day will have dawned in the history of education in Canada.

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